Orient BlackSwan

RAINTREE ENGLISH

Coursebook

NEP Compliant inside

7



WITH APP

Raintree English



Package

For the student

- Primers and Activity Books 1 and 2
- Coursebooks 1–8
- Workbooks 1–8
- Literature Readers 1–8
- Students' Apps 3–8

For the teacher

- Teachers' Resource Packs Primers to 8
- Smart Books Primers to 8
- Web Support

Digital Resources

Students' App

- language enrichment on the go
- interactive practice of exam skills
- sample exam papers

Smart Book for Teachers

- digitally mapped to the Coursebook and Literature Reader
- blended learning solutions
- audio-visual resources, worksheets, presentations and question-paper generator
- interactive exercises
- extra resources
- teachers' resource folder

Teachers' Resource Pack

- lesson plans for the Coursebook and Literature Reader
- question bank for the Coursebook and Literature Reader
- worksheets with answer key
- comprehension passages
- periodic tests
- assessment papers
- enrichment activities for listening and speaking, with audio tracks

Key Features

1. focus on receptive skills (reading and listening) and productive skills (speaking and writing) which are taught using an integrated approach
2. twin focus on effective communication and critical thinking
3. rich and varied input to encourage communicative learning through interactions with others
4. appreciation of culture and literary heritage as well as aspects of contemporary life and linked to the immediate environment of the students

Orient Blackswan

Structure of a Unit

Theme Picture

theme-based opening page—

- serves as a window into the ideas that the students will come across in the unit
- focusses on 21st century skills
- develops visual and critical literacy

Warm Up

a variety of interesting and fun formats to motivate students

embedded questions to ensure comprehension

author notes and **short summaries** of the texts and poems

on-page glossary—enables easy comprehension and word building

Reading

- new, comprehensive, CBSE exam-style questions
- a variety of formats

Grammar

- concise explanations
- plenty of practice
- systematic revision

Vocabulary

- text-based
- rich source of new words and expressions

Values

- integrated approach to learning values
- guided exercises to ensure understanding and insight
- reflective strategy to record and review efforts made

Writing

- focus on structure and coherence
- guidance on writing for a variety of purposes and in a variety of situations ranging from informal to very formal

Pronunciation/Spelling/Punctuation/Dictionary Work

- graded practice
- focus on challenging areas

Activities

enrichment activities—listening and speaking

- development of oral skills in real-life contexts
- consistent guidance through models and language structures
- complete audio support
- a range of formats for individual, pair and group work
- a very wide variety of listening tasks for pre-, while- and post-listening

Life Skills/Projects

- awareness of life situations
- integration of theory and practice
- decision-making and problem-solving through hands-on experience



Orient BlackSwan

Language Syllabus—Coursebook 7

Unit	Title	Comprehension	Grammar	Vocabulary	Writing	Pronunciation/Spelling/ Punctuation/Dictionary Work	Listening	Speaking	Life Skills/ Projects
Theme 1: Childhood Dreams									
1.	Hanuman and I	1. short answers 2. explain with reference to context 3. long answers 4. higher order thinking skills 5. values—not making fun of others	1. countable and uncountable nouns (revision) 2. indefinite pronouns	1. synonyms 2. antonyms	diary	pronunciation—two-consonant clusters (initial, medial and final)	while-listening: emotional cues—inference (speech and tone)	express feelings	
2.	The Outlaws' Report	1. table completion 2. explain with reference to context 3. long answers 4. higher order thinking skills	1. simple prepositions—by, on, from, between, etc (revision) 2. complex prepositions—according to, in front of, due to, etc	1. fixed expressions with colours 2. movement words	notice	punctuation—question mark and exclamation mark in direct speech	while-listening: announcement—table completion	express gratitude	life skills—UNESCO children's rights and responsibilities
	The Hero	1. *wh-* 2. explain with reference to context 3. higher order thinking skills 4. literary appreciation—setting							
Theme 2: Animals in the City									
3.	Wildlife in a City Pond	1. short answers 2. explain with reference to context 3. long answers 4. higher order thinking skills 5. values—respect for environment	1. adjectives • kinds (revision) • comparatives (revision) 2. relative clauses	onomatopoeic words	formal letter	dictionary work—confusing words	while-listening: poem—specific information	recitation	project—nature journal
4.	Playing with Gorillas	1. text search 2. explain with reference to context 3. long answers 4. higher order thinking skills	1. kinds of adverbs—manner, time, place, frequency, degree 2. position of adverbs	prefixes—anti-, pro, auto-, bi-, etc	summary	pronunciation—consonant clusters 2	while-listening: speech about new profession—note-making	advice	life skills—helping wounded animals

Orient Blackswan

Unit	Title	Comprehension	Grammar	Vocabulary	Writing	Pronunciation/Spelling/ Punctuation/Dictionary Work	Listening	Speaking	Life Skills/Projects
	Blake's Tyger—Revisited	1. *wh-* 2. explain with reference to context 3. higher order thinking skills						discussion	
Theme 3: All You Need is Love									
5.	The Quarrel (play)	1. MCQ 2. explain with reference to context 3. long answers 4. higher order thinking skills 5. values—forgiveness	1. *first conditional* 2. *second conditional*	speaking words—snap, whine, boast, rant, etc	play to story				
6.	The Regimental Myna	1. sentence completion 2 explain with reference to context 3. long answers 4. higher order thinking skills 5. values—kindness to animals	finite and non-finite verbs 1. present and past participles 2. infinitives 3. gerunds	1. register—military words 2. suffixes— -ful, -able, -ible, -ish, -ous	descriptive paragraph	spelling—suffixes (-ive, -ise)	post-listening: movie dialogues—comprehension	Role-play—persuasion	project—bird feeder
	Friends and Flatterers	1. sentence completion 2. explain with reference to context 3. higher order thinking skills			poem				
Theme 4: Who Dares Wins!									
7.	A Race to Remember	1. short answers 2. explain with reference to context 3. long answers 4. higher order thinking skills 5. values—accepting differences	modals— 1. mixed (revision) 2. ought to, need to, have to, etc	phrasal verbs with get	narrative	punctuation— integrated	while-listening: sports commentary—details	interview	life skills— stress management
8.	Wrestling With the Phogats	1. text search 2. explain with reference to context 3. long answers 4. higher order thinking skills 5. values—gender equality	1. tenses—mixed (revision) b. future time— will, going to	compound adjectives	news report	pronunciation—second syllable stress	post-listening: debate—comprehension and categorisation	presentation	project—chart (women in sports)

Orient Blackswan

Unit	Title	Comprehension	Grammar	Vocabulary	Writing	Pronunciation/Spelling/ Punctuation/Dictionary Work	Listening	Speaking	Life Skills/Projects
	Life is a Game	1. MCQ 2. explain with reference to context 3. higher order thinking skills 4. literary appreciation—refrain							
Theme 5: For the Love of Books									
9.	Maggie's First Reader	1. short answers 2. explain with reference to context 3. long answers 4. higher order thinking skills 5. values—supporting family	1. conjunctions—unless, but, wherever, although, etc 2. simple, compound and complex sentences	1. weak and strong words 2. fixed expressions with stick	email	spelling—confusing words	while-listening: discussion—specific information	express opinions	
10.	The Girl Who Ate Books	1. T or NT 2. explain with reference to context 3. long answers 4. higher order thinking skills 5. values—helping others	active and passive conversion	adjectives	book review	dictionary work—noun, adjective and verb form of words	post-listening: interview—general understanding	express agreement and disagreement	life skills— strengths and weaknesses
	Alphabet Stew	1. *wh-* 2. explain with reference to context 3. higher order thinking skills		similes	creative description				
Theme 6: Tales of Magic and Wonder									
11.	The Magical Picture	1. sentence organisation 2. explain with reference to context 3. long answers 4. higher order thinking skills 5. values—kindness and empathy	direct and indirect speech conversion	idioms	picture-based story	pronunciation—third syllable stress	post-listening: speech—comprehension	group discussion	
12.	Kidnapped by Goblins!	1. flowchart 2. explain with reference to context 3. long answers 4. higher order thinking skills 5. values—courage	subject-verb agreement—collective nouns and indefinite pronouns	words that can be used as nouns and verbs	debate speech	spelling—error correction	post-listening: story—comprehension	story narration	project— create storybook characters
	The Pied Piper of Hamelin	1. *wh-* 2. explain with reference to context 3. higher order thinking skills						story to play	

Orient Blackswan

Contents

Theme 1: Childhood Dreams 1

1. Hanuman and I ..... Rupa Gupta 2
2. The Outlaws' Report ..... Richmal Crompton 12

The Hero ..... *Rabindranath Tagore* 24

Theme 2: Animals in the City 28

3. Wildlife in a City Pond ..... Ashish Kothari 29
4. Playing with Gorillas ..... Oliver Graham-Jones 40

Blake's Tyger—Revisited ..... *Michaela Morgan* 49

Theme 3: All You Need is Love 51

5. The Quarrel ..... Louisa May Alcott 52
6. The Regimental Myna ..... Ruskin Bond 62

Friends and Flatterers ..... *William Shakespeare* 74

Theme 4: Who Dares Wins! 77

7. A Race to Remember 78
8. Wrestling with the Phogats 88

Life is a Game 98

Theme 5: For the Love of Books 101

9. Maggie's First Reader ..... Bill Naughton 102
10. The Girl Who Ate Books ..... Nilanjana Roy 114

Alphabet Stew ..... *Jack Prelutsky* 126

Theme 6: Tales of Magic and Wonder 129

11. The Magical Picture ..... C S Lewis 130
12. Kidnapped by Goblins! ..... J R R Tolkien 140

The Pied Piper of Hamelin ..... *Robert Browning* 152

Orient BlackSwan

Theme 1



What do we dream about?

A. 1. How old do you think the child in this picture is? What is he or she doing?

2. What do you think the child wants?

B. 3. Do we always get what we want? How should we react when we do not?

4. Have a discussion in class—would you rather be a child or an adult?

C. 5. Make a poster of your favourite quote about achieving your dreams. Decorate it and put it up in the classroom.

1 Hanuman and I

Warm Up

How do you feel when you go up in front of a large audience—to recite something or act in a play or perform? Tick (✓) the words that apply.

confident	comfortable	happy	calm	excited	positive
blank	terrified	dizzy	anxious	nervous	uncertain

If you've ticked more words in the first line than the second—

I enjoy performing in front of large audiences because

_____

_____

If you've ticked more words in the second line than the first—

I feel nervous performing in front of large audiences because

_____

_____

Have a quick discussion with your class—what are some ways to keep yourself calm during a performance?

Now, read this story about the comical events that take place during a school play.

It is time for the school annual day. The little girl in our story is hoping with all her heart that she gets a good role in the play. She loves to act and knows she would do a brilliant job. The Story of Rama *is being enacted and she dreams of playing the role of Rama. She doesn't mind being Laxmana or even Hanuman. She is finally offered the role of one of the monkeys in the* ***Vanar Sena****. Despite her disappointment, the little girl is eager and excited. All she has to do is say a few words* ***in a chorus****. Things take an interesting turn on the day of the performance.*

Vanar Sena: the monkey army that helped Rama **in a chorus:** speaking as a group

Orient BlackSwan

We were dressing up when the school watchman handed a note to the teacher. She read it aloud, "Dear Madam, I am very sorry to inform you that Alka has contracted measles and has been running a high temperature since morning. Sorry, she will not be able to act in the play."

Alka was to play Hanuman. The teacher looked round in **dismay** and her eyes fell on me. "Look here," she said doubtfully. "You wanted to be Hanuman? You think you can manage?"

- Which line from the previous page tells you that the speaker is a cheerful person and a good sport?
- **Say whether this is true or not true.** The teacher is confident the speaker will do a good job.

My dream was suddenly coming true! I was quite **overwhelmed**. "Of course I can," I said confidently. "Even if I forget my lines, I can always think up something else."

"Oh no," she said. "You shall certainly not do any such thing. I shall be prompting from the **wings**. All you have to do is repeat what I say and for god's sake, don't mumble. Speak as loudly as you can."

As the curtains went up for the third scene, I was pushed on stage to the accompaniment of the drums. I almost fell on my face. For some time I could not see a thing. The drums were echoing in my ears and my hands and feet were cold and numb. I opened my mouth to say my lines but my throat was dry and I couldn't remember them.

What do you think the speaker is feeling right now?

Thankfully, I heard my teacher reading out my lines again and again. I began repeating whatever she was saying without realising what I was saying.

What do you think can go wrong because of this prompting?

I knelt in front of Rama, telling him with folded hands that I was his faithful servant. I would gladly die for him.

"Oh, my Lord," I repeated loudly what my teacher was saying, "you have forgotten to pin your tail."

dismay: disappointment and worry

overwhelmed: so surprised that she did not know how to react

wings: the area from where performers enter the stage

"Don't be silly," hissed Rama, "I am not supposed to have a tail. You've forgotten yours."

I touched the spot where the tail should have been. "I am sorry, my Lord," I said, trying to make up for my mistake. "I meant MY tail—I have forgotten to pin on my tail."

The teacher now whispered, "Jump, jump!"

I shouted, "Jump!"



"You jump," Rama shouted at me. Then, realising my second mistake, I began to jump and jump and the curtains came down to the sound of laughter.

There and then, the teacher cut short my role as much as possible, but I had to be on stage in the last act.

I was feeling less nervous now and said my lines well. I showed Rama's ring to Sita to convince her that I was Rama's messenger. Sita said some beautiful lines about Rama's greatness and how much she missed him. She hid her face in her hands and began to weep. Suddenly, I realised that the teacher was prompting while Sita kept sobbing. Since Sita was not saying anything, I decided that it was my turn to speak.

"My beauty is my **bane**," I said grandly. "It is because of my beauty that the wicked Ravana wants to marry me."

"What?" said Sita looking up, **startled**.

"Not you, you silly girl!" hissed my teacher.

"Not you, you silly girl," I repeated what the teacher said.

Seeing the startled expressions of the whole cast, I **bit my tongue**, realising my mistake too late.

bane: cause of great trouble

startled: shocked

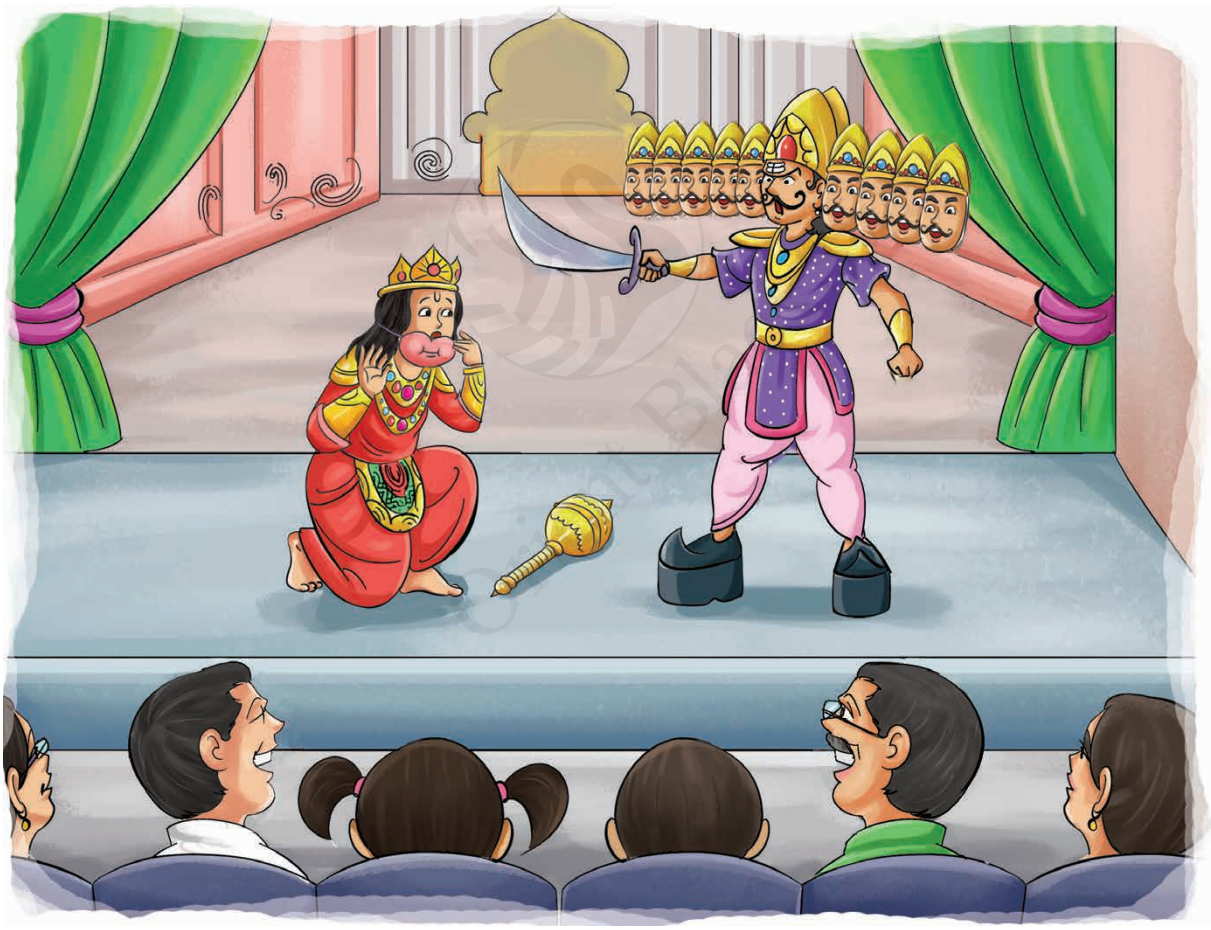
bit my tongue: stopped myself from saying something

Just then, everyone on stage began shouting, "Maharaja is coming! Ravana the Great is here!"

I was **struck dumb** by the huge figure in six-inch heels—whom I hadn't known about until then—**bearing down on me** with a shining sword in hand. He said in a thunderous voice that made me tremble, "Who is this puny creature who dares to **intrude** into my kingdom?" I was supposed to answer in a proud voice that I was the son of Pawandev, the wind god; the worshipper of Rama; the **immortal** Hanuman!

But Ravana was towering over me. He raised his sword and I screamed in terror, "Don't kill me, I am not Hanuman!" I pulled off my mask as I spoke.

Why was the speaker terrified?



struck dumb: made speechless, suddenly, by fear or surprise

bearing down on me: coming towards me in a threatening way

intrude: to go somewhere where you are not supposed to be

immortal: living forever

By now, the audience was rolling with laughter. The sound of laughter became louder when an **infuriated** teacher came on stage and **unceremoniously** dragged me away.

Adapted from Hanuman and I *by Rupa Gupta*

(Read the full story *Hanuman and I* by Rupa Gupta and more such interesting stories from the book *Short Stories for Children* published by Children's Book Trust, New Delhi.)

infuriated: extremely angry

unceremoniously: in a rough, rude way

Rupa Gupta works with books for a living—she is an editor with a publishing house in Delhi. She is also the author of over 30 children's books. She loves telling stories, especially through comics. It was a dream come true when she got to write for *Tinkle* and *Amar Chitrakatha*, some of India's leading comic books.

Orient BlackSwan

Comprehension

A. Answer these questions briefly.

1. What was the speaker's dream? How did it come true?
2. How did the teacher help the speaker during the play?
3. What did the speaker do, leading to all the confusion?
4. What did the teacher do when the speaker made mistakes?

B. Read these lines from the text and answer the questions.

1. *The teacher looked round in dismay.*
   a. Why was the teacher feeling dismayed?
   b. What solution did the teacher find for her problem?
   c. Was the teacher right to worry about the play?
2. *"Don't be silly," hissed Rama.*
   a. Who was Rama talking to?
   b. How was the person being silly?
   c. What was the next mistake the person made?

3. *"My beauty is my bane."*
    a. Who said these words?
    b. Who was supposed to say these words?
    c. How did people react to this line?

C. Answer these questions in detail.

1. Did the speaker experience stage fright? Which lines in the text tell you that?
2. Why did the audience find the last scene funny?
3. Do you think the school play was a success? Why or why not?

D. Think and answer.

1. How do you think the speaker felt after the play?
2. Do you think the speaker would be willing to perform in front of a large audience again? Why?

E. Know your values.

There is a difference between 'laughing with someone' and 'laughing at someone'. Can you tell the difference using these two examples?

Madhura was reading a story aloud in class when she made some mistakes in pronunciation. Her classmates found these very funny and could not stop laughing.

Neel and Sam were playing basketball when they crashed into each other and fell down with a thud. Neither of them was hurt. They had a good laugh and continued playing.

Is one of these situations better than the other? Why?

It is hurtful to laugh at someone else's mistakes. We must be kind and remember that we make mistakes too and would not want others laughing at us.

Orient BlackSwan

Grammar

A. Read this blog post about the theatre and find six uncountable and countable nouns each.

20 March is World Theatre for Children and Young People Day. How does theatre, especially for young people, make a difference in a world like ours?

Theatre and acting teach us empathy—the ability to understand other people's feelings and problems. When a child plays a role, they're forced to think about the character—why would the character have made that choice?

The theatre is like a gym for empathy. It's where we go to build up our muscles of compassion. We practise listening to and understanding people who are not like us.

Children need this kind of practice more than adults. After all, this is going to be their planet and their future.

Countable Nouns:

_____

_____

_____

Uncountable Nouns:

_____

_____

_____



Read these sentences.

- Even if I forget my lines, I can always think up **something** else.
- Just then, **everyone** on stage began shouting.

The highlighted words are **indefinite pronouns**.

Sometimes we need to refer to people or things without saying exactly who or what they are. We use pronouns ending in -**body** or -**one** for people, and pronouns ending in -**thing** for things. These are called indefinite pronouns.

Orient Blackswan

Some of the indefinite pronouns in English are **somebody**, **nobody**, **anybody**, **everybody**, **someone**, **no one**, **anyone**, **everyone**, **something**, **nothing**, **anything** and **everything**.

- **Nobody** knows where Sahana is.
- **Someone** has been ringing the bell for the last two minutes.

We use singular verbs after indefinite pronouns.

- No one **likes** to clean up after cooking.
- In today's world, anything **is** possible.

B. Complete these sentences with the indefinite pronouns you have learned.

1. Did you switch off the oven? I think I smell *something* burning.
2. _____ has seen Ali today. I think he hasn't come to school.
3. Do you have any ideas for the fair? I can't think of _____.
4. _____ must bring their own pencils and pens for the exam.
5. There is _____ in this box. It's empty.
6. Meena, there is _____ at the door to see you.

When we refer back to the indefinite pronoun, we use **they**.

- **Everybody** turned up for the event. **They** thoroughly enjoyed themselves.
- **Somebody** should tell him this is not right. **They** have to tell him that very soon.

C. Correct the errors in these sentences.

1. Nobody in my family like cold food for dinner.

   _____

2. Somebody should sweep the classroom. He should also wipe the blackboard clean.

   _____

3. If anyone has a problem with the computers, she should report it to the teacher.

   _____

Orient BlackSwan

4. Somebody should be able to lend you his calculator.

5. Everybody were tired after the picnic.

Vocabulary

A. Replace the highlighted words in these sentences with synonyms from the text.

1. "You spilt milk all over me!" she shrieked. screamed
2. Lekha mutters under her breath when she is angry.
3. Naresh scrubs the kitchen counter till the surface is gleaming.
4. Chris began to weep when he heard about the earthquake in Indonesia.
5. I was surprised when a bird suddenly flew into my room from the window.
6. I have never seen so many silly blunders in one page.

B. Think and replace the highlighted words with their antonyms.

1. I thought the book was brilliant.
   I thought the book was quite stupid.
2. I was dismayed when I heard that the test had been postponed.
3. "I can do it," Tariq said confidently.
4. My cat Fluffy's newborn kitten is so puny!
5. "Who are you?" he asked in a thunderous voice.

Orient BlackSwan

Listening

The students of National School had their Annual Day yesterday. Listen to a few people talk about their experiences. As you listen, circle the emotions they are expressing.

curiosity nervousness pride
joy regret satisfaction tension
guilt sorrow excitement fear

Writing

In the Listening section, you heard a boy talking about how he got stage fright and pretended to be ill to avoid performing. Imagine you are this boy and write a diary entry about what you did and how you felt. Do not forget to mention what you are going to do to make up for this.

Date:

Day:

Time:

I just got home from the Annual Day performance. What was supposed to be a great night turned into a nightmare…

Orient BlackSwan

Speaking

What is your greatest fear? Tell your partner what you are afraid of and why. You both can also discuss how you can overcome these fears.

Pronunciation

A. Listen and repeat.

true skill slit proud planet creak climate drama brief blood gleam flower

B. Listen and repeat.

reflect regret welcome amber bamboo windy reply fertile curtain

C. Listen and repeat.

camp pump ghost toast gasp wasp record yard gulp pulp adopt kept

8 Wrestling with the Phogats

Warm Up



Women have always had to struggle to make their mark in sports. In an interview, Indian boxer Mary Kom spoke about how difficult it was for her to get into the sport. She said, "There are so many rules in society about what a woman can or cannot do. Boxing is not considered respectable for women and nobody believed I could be a boxing champion, not even my friends."

Kom went on to win a bronze medal for boxing at the 2012 London Olympics.

Now, discuss in class—

- Are there certain sports women are not encouraged to play?
- Why do you think this is so?
- Are these reasons valid? What would you say to them?

Now, read this real-life story about six sisters who became champions in a field that was till then dominated by men.

Orient BlackSwan

Mahavir Singh Phogat was a young wrestler from Balali, a small village in Haryana. He had dreamt of taking part in international competitions—even the Olympics. But his dreams had not come true and he settled down to a quiet government job in his village. However, he had hopes for the sons that would be born to him. *They* would fulfil his dream.

On a cold winter day in 1988, a daughter was born to Mahavir. As he looked at the little girl in his arms, he was not disappointed. He declared with love that she would one day make the family proud.

Was Mahavir's attitude towards his daughter unusual?

dominated: controlled

That little girl was Geeta Phogat, India's first female wrestler to qualify for the Olympics.

Today, Geeta has three sisters and a brother. Her parents have also adopted Mahavir's brother's two girls. All six sisters—Geeta, Babita, Ritu, Sangita, Vinesh and Priyanka—have grown up to be international wrestlers.

Wrestling was a male-dominated sport in India. Chandgi Ram, another wrestler from Haryana, was the first **pahalwan** in the country to encourage and train women in the sport. He began by training his own daughters. His determination to include women in the sport influenced his former student Mahavir Singh Phogat.

Everyone in his village was strongly opposed to having women in wrestling, but Mahavir had other ideas. "If a woman can be the prime minister of a country, why can't she be a wrestler?"

- Why were the villagers opposed to women taking up wrestling?
- Mahavir believed in the _____ of men and women.

So, he began training Geeta and Babita in 1998. Their training schedule was **rigorous**. He woke them up at five in the morning and set them to running around the fields. Geeta was ten years old then and Babita, eight. He also built an **akhada** near their home for practice.

As a coach, Mahavir was strict and **demanding**. "While other children our age would sleep cosily in their beds, we would be up before sunrise," says Geeta. "Sleeping for even ten minutes more was a **luxury**."

What do you think about training young children so strictly?

Initially, the girls would look for any opportunity to skip training. But they grew to love the life of a wrestler. The **exhaustion** after a hard day's training was satisfying. "It was a great adventure," says Babita, "and what made it special was that we were the only girls in the village who were doing this."

pahalwan: wrestler

rigorous: difficult and severe

akhada: the area where wrestling matches and training are held

demanding: expecting a lot of work and effort from others

luxury: a pleasure you do not often have

exhaustion: state of being very tired

But the villagers thought the family had gone mad. Their attitude towards the Phogats became worse when Mahavir started training the girls along with the boys. "People were furious. They would say, 'He's destroying the village, he has no shame'," says Mahavir.



The villagers thought the girls would become like boys; that their faces would get messed up and no one would marry them. They made their disapproval clear to the Phogats. It was a stressful period for the family, but they would not stop.

"My master [Chandgi Ram] taught me to face difficulties like we face our opponents on the field," says Mahavir.

The turning point came in 2010 when Geeta won India's first Commonwealth gold in women's wrestling. The entire village was **ecstatic**; they celebrated for ten days straight. The Phogat family were heroes; they were no longer a matter of shame for the village.

ecstatic: very happy and excited

Geeta went on to have an **incredible** career, by winning a bronze medal at the 2012 World Championship—yet another first for an Indian woman—and then qualifying for the 2012 London Olympics.

Her sisters followed in her footsteps and were not far behind. Babita won a silver medal at the 2010 Commonwealth Games and a gold medal in the 2014 Games, in which Vinesh too won a gold medal. Ritu became a national champion and Sangita won many international medals in junior-level tournaments.

The success of the Phogat sisters encouraged many more women to take up wrestling, including Sakshi Malik, who won a bronze medal at the 2016 Rio Olympics. Many villagers from Balali started lining up outside the Phogats's house, asking Mahavir and the girls to help their daughters become wrestlers.

What did the Phogat sisters' victories teach other young women?

Balali today is a very different place. You can see many girls putting on their track pants and t-shirts and heading to Mahavir's gym. Many of them even have the same hairstyle as the Phogat sisters.

- Do you think wearing t-shirts and pants was a big step forward for the girls in Balali?
- Why do you think the girls chose to have the same hairstyle as the Phogat sisters?

Fifteen years ago, Mahavir built the first and only wrestling gym for women. Now, in Haryana alone, there are more than fifty.

Mahavir is a proud father.

"My girls have changed not only our village but also the entire state of Haryana."

Who do you think this story is about—Mahavir or the Phogat sisters?

incredible: extremely good

Orient Blackswan

Comprehension

A. Find lines in the text that suggest—

1. Mahavir wanted his children to achieve what he could not do.
2. Mahavir Phogat was not the first to try and encourage women to take up wrestling.

3. The girls' training was difficult and tiring.
4. Success changed the way the villagers felt about the Phogats.
5. The Phogat sisters were amazing athletes.
6. The Phogat sisters are role-models for other women.

B. Read these lines from the text and answer the questions.

1. *"If a woman can be the prime minister of a country, why can't she be a wrestler?"*
   a. Who said these words?
   b. What does this say about the speaker's character?
   c. How does the speaker support his words with actions?
2. *"It was a great adventure."*
   a. Who said these words?
   b. What was a 'great adventure'?
   c. Did the speaker always think it an adventure? How do you know?
3. *"My girls have changed not only our village but also the entire state of Haryana."*
   a. What emotions do these words express?
   b. How have Balali and Haryana changed?
   c. How did the girls bring about this change?

C. Answer these questions in detail.

1. Why were the villagers against the Phogat sisters taking up wrestling?
2. Mahavir Phogat was a tough but successful coach. Justify this statement.

D. Think and answer.

"My master taught me to face difficulties like we face our opponents on the field."

1. How should we face our opponents on the field?
2. How has the Phogat family lived up to this lesson?
3. How can we include this lesson in our lives?

Orient Blackswan

E. Know your values.

Here are some things you overheard in conversation today. How would you tell these people why what they said was wrong?

1. Raj, walk properly.
   Stop walking like a girl.
2. When Mother scolded Chris, he cried like a girl.
3. Nisha, why are you always running around in the sun like a boy? You will become dark.
4. Fatima, don't sneeze so loudly! You should be more ladylike.

Why should 'walking like a girl' be used as an insult? All girls don't walk in the same way. There is no one way for boys to walk and one way for girls. We can all walk how we want.

People, regardless of what gender they belong to, should be treated equally. There should not be different sets of rules for different genders.

Grammar

A. Complete these sentences with the correct forms of the verbs.

1. Water _freezes_ at 0 degree Celsius. (is freezing, freezes, frozen)
2. Meenakshi arrived while I _____ a shower. (was having, had, has)
3. I _____ stories for children since 1989. (am writing, write, have been writing)
4. They _____ out four times this week. (have been eating, eat, have eaten)
5. The cat ran away because someone _____ the gate open. (has left, is leaving, had left)
6. Nadia _____ for over an hour when the guitar string broke. (had been practising, was practising, practised)
7. Purnima _____ to leave for Australia in June but the trip was postponed to July. (has planned, had planned, plans)

Orient BlackSwan

Read these sentences.

- I am sure Babita **will** win a medal in the next Olympics.
- The 2020 Olympics is **going to** be held in Tokyo, Japan.

Will and **going to** are used to indicate an action taking place in the future.

We use *going to*—

1. to talk about firm plans or intentions.
   - I'm **going to** join Bollywood dance class next week.
2. to make a prediction.
   - I think Germany is **going to** win the World Cup this year.

B. Complete these sentences with the correct forms of **will** or **going to**.

1. Jana's parents are coming to Chennai on her birthday to surprise her. It's a secret.
   All right, I will not tell her.
2. Why is Naresh looking for his glasses?
   He is _____ read the newspaper.
3. Have you decided what you're doing this summer?
   Yes, I _____ stay with my aunt in Jabalpur.
4. Oh, no! I don't have enough money to buy this book.
   It's okay. I _____ lend you some.
5. Why are you driving so fast?
   Because we _____ be late otherwise.
6. The coach looks very confident, doesn't he?
   Yes, he is sure we _____ win.

Vocabulary

Read these sentences.

- Wrestling was a **male-dominated** sport in India.
- This is a **real-life** story about six sisters.

Male-dominated and **real-life** are **compound adjectives** as they are made up of two words each.

Orient BlackSwan

Complete these sentences with the correct compound adjectives from the box.

soft-spoken	ice-cold	middle-aged	tongue-tied	three-hour

1. After a day in the sun, I long for an _____ lemon juice.
2. The policeman is a very gentle and _____ person.
3. I think we are going to get home late. It is a _____ film.
4. I was _____ with embarrassment when I met my favourite cricketer, Virat Kohli.
5. Our new football coach is a _____ man who used to be a player for the state team.

Listening

Two friends are having a debate on whether participation during Sports Day should be compulsory. After you listen to the debate, work in pairs and write down the arguments FOR and AGAINST the topic.

Speaking

Work in pairs and make a three-minute presentation on the benefits of playing sports. The presentation should follow this structure—

Introduction

- Introduce what you're going to talk about.
- You can start with an interesting fact or story.

Body

- List out all your points.
- Explain them well with examples.

Conclusion

- Summarise all your points.
- End it on an interesting note.

Orient BlackSwan

Keep these points in mind—

- Write down your main points on cards to help you during the presentation.
- Make eye contact with your audience.
- Your tone is very important. Do not read out your presentation in a dull, flat tone. Speak with inflection in your voice. This will keep the audience interested.

Writing

Read this newspaper report.

FOOTBALLER BANNED FOR BITING OPPONENT DURING MATCH

by Michael Scott

2 July 2015

Glasgow, Scotland: Nadir Ciftci, striker for the football club Dundee United, was given an eight-match ban after being found guilty of biting an opponent during a match.

The incident took place on 24 May in Tannadice Park during Dundee United's 3–0 victory against Dundee. Video footage of the incident reveals Ciftci biting Dundee player Jim McAlister on the leg.

The 23-year-old Turkish striker had denied the offence but was found guilty by a panel of experts from the Scottish Football Association.

Ciftci will miss the first eight matches of the Scottish Premiership because of the ban.

This incident is only one among the many recent instances of violence and bullying in sports events. Commenters on social media have started to demand more severe punishment for offenders to prevent future incidents.

Now, follow this format and write a newspaper report in your notebook on any instance of violence or bullying in sports that you have read or heard about.

- When writing the report, remember that your report should answer five *wh-* questions and one *h-* question—**who**, **where**, **when**, **what**, **why** and **how**.
- The newspaper report must contain only facts about the event. The reporter does not express their opinions about the subject.

Orient Blackswan

Pronunciation

In a word with two syllables or more, one particular syllable is pronounced louder or with greater force than the others. We say that such a syllable is stressed or has stress.

A. Listen and repeat these words with the stress on the second syllable.

invent reply decide remove divulge complete
suspend neglect embrace

B. Listen and repeat these words with the stress on the second syllable.

important electron procedure rotation advisor
correction religion

Project

We have come a long way since the time women were not allowed to participate in sports. Let us celebrate the incredible journey of women in the field of sports.

Decorate your classroom bulletin board with various colourful charts and collages on the women in sports. Here are some topics you can research and create charts on—

- Women in the Olympic Games
- Gender equality in sports
- Are sportsmen and women being paid equally?
- Celebrating Indian sportswomen

Orient BlackSwan

RAINTREE ENGLISH Class 7

Orient BlackSwan

The National Education Policy (NEP) 2020 emphasises certain crucial parameters based on content and pedagogy. The Raintree English series provides a rich range of exercises and activities for each of the parameters. Here is a quick reference guide to some of the examples in this book.

The Raintree English series is mapped perfectly to the National Education Policy 2020.

21st Century Skills

A broad set of skills, knowledge, work habits and character traits that are important for success in the 21st century

The NEP parameters	Features	Page nos.
The 4Cs		
Communication	Speaking	47, 71, 139
Collaboration	Warm Up	130
Critical Thinking	Think and Answer	7, 33
Creativity	Writing	72
Social and Emotional Learning	Warm Up, Text	78
Multiple Intelligences	Project	151

Experiential/ Constructivist Approach

Learners construct their knowledge, based on what they already know, through experience or by doing and reflection

The NEP parameters	Features	Page nos.
Experiential/Constructivist Approach	Project	39, 73

Integrated Approach

An approach to teaching and learning that works by connecting knowledge and skills across the curriculum, by bringing real life examples to the classroom

The NEP parameters	Features	Page nos.
Subject Integration	Text (History)	78
Art Integration	Project	39, 151
Health and Wellness	Life Skills	87
Values	Know Your Values	34, 146
Life Skills	Life Skills	23, 48, 87

Sustainable Development Goals

A framework of 17 global goals designed to be a blueprint to achieve a better and more sustainable future for all

The NEP parameters	Features	Page nos.
Sustainable Development Goals	Warm Up, Text	88

India Knowledge

A strong focus on ancient knowledge from India, traditional values, modern developments and future aspirations

The NEP parameters	Features	Page nos.
Know more about India	Text	88

Digital Integration

The use of digital tools to enhance and support the teaching–learning process

ICT/Digital resources

Orient BlackSwan Smart App - Text and Poem Summaries, Text and Poem Audio and Interactive Tasks for practice and revision

Teachers' Smart Book - Full Text Animations (for all poems and select texts), Presentations, Picture Gallery, Embedded Questions, Interactive Tasks, Question-paper Generator, Weblinks, Our Heritage, Summary, Audio Tracks, Students' Corner, On-page Teachers' Resource section

Teacher Empowerment

Teachers' Resource Pack - Lesson Plans for the Textbook, Sample Question Paper with Answer Key, Students' Book Answer Key and Listening Texts

TRP CD: Lesson Plans, Comprehension Passages with Questions, Listening and Speaking (Subject Enrichment Activities), Sample Periodic Test Papers with Answer Key, Sample Paper for Half-yearly Examination with Answer Key, Sample Paper for Yearly Examination with Answer Key, Coursebook Answer Key and Listening Texts, Worksheets with Answer Key

Teachers' Portal - Lesson Plans, Listening Texts Question Bank with Answers for Coursebook, Worksheets, Answer Key to Worksheets, Comprehension Passages with Questions, Listening and Speaking (Tasks for Subject Enrichment), Listening and Speaking , E-chapters, Sample Periodic Test Papers with Answer Key, Sample Paper for Half-yearly Examination with Answer Key, Sample Paper for Yearly Examination with Answer Key

Follow us at
OrientBlackSwanSchools

3-6-752 Himayatnagar, Hyderabad 500 029, Telangana, INDIA
customercare@orientblackswan.com | www.orientblackswan.com